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ABSTRACT

The first section discusses the expected on-the-job capabilities of school psychologists in relation to preservice training. The major topics addressed include: diagnosis; consultation; therapeutic intervention; and administration, supervision, and relationships. The second section identifies the capabilities required of school psychologists and administrators of school psychological services. It focuses, on the psychoeducational diagnostic capabilities needed by school psychologists, on the psychoeducational consultation capabilities needed by staff psychologists, and on the administration, surpevision, and relationships capabilities needed by administrators and supervisors. Workshop participants agreed on a number of recommendations, the ultimate end of which were to bring university training in line with service needs in the schools of large urban districts. Five recommendations were made: (1) review and improve criteria for selecting individuals for acceptance into school psychology training programs and provide them with opportunities for personal development experiences; (2) encourage careful selection of students; (3) encourage trainers to expose students to experiences designed to maximize their sensitivities to other countries; (4) encourage trainers to give careful consideration to standardization of diagnostic skills training programs; and (5) encourage continuing education for school psychologists on the job. (Author/AM)

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SKILLS FOR COMPREHENSIVE AND EFFECTIVE PSYCHOLOGICAL SERVICES IN LARGE URBAN SCHOOL DISTRICTS

(Summary of a Division of School Psychology, APA, Workshops*)

by

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NATIONAL INSTITUTE OF EDUCATION

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* Based in part on notes of session recorders: Anna Marie Fischer, Douglas Haig, Edith R. Berninger, and Ellouise A. Elleby.

* A thumbnail sketch of the workshop was prepared by Barbara F. Gill for the editor of the Division 16 Newsletter on 8-29-75.

* A report of the workshop was made by Lorraine Crovetto to the meeting of the Corresponding Committee on Administrative Problems of Psychological Services in Large Urban School Districts in Chicago on 8-29-75.

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20th PROFESSIONAL INSTITUTE
of the
DIVISION OF SCHOOL PSYCHOLOGISTS
of the
AMERICAN PSYCHOLOGICAL ASSOCIATION

Wednesday, August 27 - Friday, August 29
Palmer House, Chicago

SECTION E: Skills for Comprehensive and Effective Psychological Services in Large Urban School Districts

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Chapter 1

WORKSHOP DESCRIPTION* AND ORIGINS

The following is a description of the workshop, on the basis of which the participants enrolled:

"Skills identified as most needed for successful work in urban school districts will form the basis of this section. Included will be consideration of skills and program planning for psychoeducational therapy, dynamics of human relations, affective training, classroom consultation, resource services to administration, inservice education, committee participation, uses of paraprofessionals, testing and diagnosis, multidisciplinary team membership, and child advocacy in relationship to one another within a total program of psychological services. Guidelines and criteria will be developed. Direct experiencing in certain skill areas will be provided.

"It is anticipated that opportunity will be available for participants to take part in a joint meeting at the conclusion of the workshop involving the Division 16 Corresponding Committee on Administrative Problems of Psychological Services in Large Urban School Districts, augmented by invited university trainers and state department certifiers to consider how the skills dealt with in the workshop might be developed during pre-service and/or inservice training.

"Specifically, the workshop intends that participants recognize skills needed for effective, comprehensive psychological services in urban school districts, set personal plans in terms of these skills, become interpersonally and experientially involved in some of the skills areas, and finally have an opportunity to rap with and among trainers, certifiers, and administrators regarding the how, when and why-not of the development of these skills."

This workshop emerged out of Division 16's corresponding Committee on Administrative Problems of Psychological Services in Large Urban School Districts. At the American Psychological Association convention in New Orleans in 1974, the Committee had its first face-to-face meeting and at that time it raised the issue of its discontent with the skills that newly trained psychologists were bringing to the job of school psychology practice. It was decided then that the Committee would identify those skills that it felt were needed by practitioners on the staffs of the various committee members. A number of ways to go about identifying these skills were decided upon, one of those ways being the conducting of this workshop.

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* This description of the workshop appeared in the brochure announcing the 20th Professional Institute of the Division of School Psychologists of the American Psychological Association, 1975.

The workshop, therefore, had been thought of as a workshop primarily for administrators of school psychology services. It was thought that these administrators would work face-to-face over a period of several days to identify those skills they felt were needed. However, a review of the list of enrollees indicated that the great majority were practitioner psychologists. Therefore, the leaders had the dilemma of planning to conduct a workshop that they had originally conceived as one for administrators. The first thing that was done, therefore, was to gain some clarification relative to where the focus of the workshop would be, in view of the fact that most of the enrollees were practitioners. The workshop activities were described as focusing on identifying skills that administrators would need to look for and to develop in their staffs rather than the development in the workshop of particular skills, per se. The workshop would further address itself to identifying possible solutions to the problems that would be expected to emerge. This was done at the first meeting and it was the consensus of the group that the workshop would not require any re-focusing.

Chapter 2

DISCUSSION OF EXPECTED ON-THE-JOB CAPABILITIES OF SCHOOL PSYCHOLOGISTS IN RELATION TO PRE-SERVICE TRAINING

All workshop participants proved to be members of large city school systems or of school systems of moderate size with urban characteristics. There were no participants whose work setting was exclusively rural.

A census of problems felt by the participants in the first session revealed an intense concern about the role of the school psychologist as a diagnostician and the concern for the image of school psychology as stigmatized when the role of diagnostician is emphasized.

At the end of the introductory session the participants were given a questionnaire to complete which would indicate those duties for which they, as psychologists, felt completely unprepared by their university training and those duties for which they felt only partially prepared. These they were asked to bring to the first regular session of the workshop on the following morning, which was devoted to diagnosis.

Diagnosis

Discussion of the responses to the previous evening's questionnaire brought out the following concerns regarding the participants' own training.

Workshop members expressed concern for lack of depth in training provided by university training programs in the use of projective techniques. They indicated that survey courses seemed to have been the mode and had been really inadequate to equip them initially for diagnosis in the area of personality functioning.

A number of participants felt that initially they had been poorly trained for programming of children who have exceptional education needs; for example, programming for children with specific learning disabilities.

Members felt that the shift in diagnosis from unilateral to multidisciplinary assessment strained their skills in the use of data and interpretation of such data coming in to the team from other disciplines. It put upon the psychologist the need for greater indepth examination of areas that relate to specific handicaps, for example, the neuro-psychoeducational functions as compared with the strictly educational skills diagnosis now frequently done by an educational diagnostician on the team.

Participants expressed the need to develop expertise in the areas of diagnosis that in the past were not thoroughly utilized, which is causing them to look at new areas where they need to conduct diagnosis, for example, that of adaptive behavior.

Participants felt a need for more experience in initial practice to assist school psychologists in developing the skills of both administration and interpretation.

Participants felt that diagnosis and the consultation associated with diagnosis constitute a major portion of the role. At the same time, they felt that this role is downgraded and de-emphasized by university training programs. They strongly asserted the importance of and their identification with the diagnostic-consultation role as worthy of the school psychologist and the image that should be appropriately projected.

Participants felt that their initial training had been very weak in the skills of intervention which can be appropriately applied to the school setting with a child who is in need of therapy.

Participants indicated that for the most part they had to develop, through on the job practice, skills in consultation techniques for effective work with parents as well as with school personnel.

Participants expressed their need for continuing training beyond their university courses in order to gain both the depth and the breadth that they needed as they matured in their profession.

Workshop members felt that in a setting where a variety of minority groups are living and working together they, as psychologists, need more specific skills in the use and interpretation of tests that relate to the cultural elements present. This implies sophistication in differential diagnosis with respect to which cultural elements in intellectual, emotional, and personality are functioning.

The same unstructured questionnaire that the workshop participants had responded to had also been distributed at a previous date to the staff psychologists in the department of the two leaders. When the findings were tabulated and compared there were no important differences between the trends in the data of the staff people versus those of the workshop participants. The staff psychologists did not indicate that training in the diagnostic work was their primary shortcoming in their professional pre-service training. However, those felt lacks in initial training that they did indicate showed a picture similar to that of the workshop participants. First of all, staff psychologists indicated a felt lack of initial adequacy in differential diagnosis among children with suspected exceptional education needs, and secondly, they felt great lack in their initial training relative to conducting personality evaluations involving the use of projective measures.

A portion of the session was given to discussion of diagnostic techniques other than those related to standardized instruments. Examples of these techniques included behavioral observation schedules, clinical

interview techniques, and creative approaches to identifying talent or potential for superior ability that do not appear on standardized tests, particularly for minority groups.

Consultation

First of all, workshop participants saw consultation as a very important part of their role, whether or not it is associated with the formal diagnostic process, culminating in an interpretation and counseling of school staff and parents about the findings, or related to other functions not connected with formal diagnosis. A major lack expressed by both workshop participants and the staff of the school psychology department associated with workshop leaders was the awareness of a serious lack in training for skills in dealing with parents and school personnel. Most workshop participants expressed strong feelings of need to perceive consultation as an integral part of the diagnostic process and also as a first step in the process of intervention with children and with others associated with children's learning and behavioral problems. Consultation was not seen by the participants as the primary means of intervention but as one step in the process of child study.

A second aspect of consultation that was discussed dealt with the use of the school psychologist's expertise in discussing and solving general problems of concern to the school. A number of these general situations were developed; for example:

1. The discussion revolved around the nature of consultation with school staff when students enter school from some kind of special program in the community outside of the school setting. What are the skills the psychologist needs in order to work with the staff to enable the staff to pick these students up and build upon the skills and the strengths they have developed in the non-school setting?

2. A discussion was held around the consultation skills the school psychologist needs in working with a community of parents who are angry over what it views as the "shortcomings" of the school with regard to educating their children and who are demanding major changes within the schools. First of all, how does the psychologist get himself/herself included in the consultation process? Second, what skills does the psychologist need in order to be effective in this situation?

3. Discussion revolved around the consultation process with school staffs in the identification of minority children with potential for superior achievement. What is it, for example, that the school psychologist needs to do and say with staff persons to get them to perceive these students as having the required level of ability, actual or potential? How does the school psychologist work in giving these instructors support in a day-to-day situation? What does the school psychologist do jointly with

curriculum specialists in support of the day-to-day efforts of these instructors in the classroom with the identified superior ability minority type child?

4. Discussion related to the consultation role played by a psychologist when invited as a member of a study team or task force that is addressing critical problems within the school system. For example, studies of system problems, truancy, bilingual or bicultural problems, problems of school organization at different levels, problems of violence in schools, and the like.

5. One aspect of consultation that was dealt with was that of consultation as the delivery of psychological services in areas of disaster or at times of disaster. Several illustrations were given under this general heading. One was that of a tornado having leveled a community; the school was destroyed, families apparently became split and disorganized. The psychological impact of this loss was horrendous. Some of the parents felt great shame that they had not been able to re-achieve what they lost in the tornado rather soon after it was over. The same kind of situation was described and discussed with regard to children who experienced earthquakes in California, children with members of their families being involved in a major train wreck that occurred in Chicago, children in large cities where their neighborhoods are being destroyed as urban renewal is ongoing, children in large cities that undergo rioting with burning and looting of neighborhoods, children who experience the sudden and unexpected loss of a major leader with assassination or sudden death from some other cause, children who experience major floods as in New Orleans. As each of these situations was developed in turn the details were dealt with, but generally it was thought that there are two aspects to the consultation, the first being consultation for the immediate psychological reaction to the disaster, and the second being consultation for the aftermath or the delayed psychological reaction to the disaster. The aftermath or the delayed reaction was seen as involving rage, terror, aggression, fear, anxiety, depending on the individual and his own circumstances. At this point psychological consultation probably begins to give way to therapy.

Therapeutic Intervention

The single skills area of practice regarding which staff psychologists had the greatest felt lacks in the face of day-to-day service demands was that of therapy. Large numbers of these psychologists expressed inadequate or no training in any form of therapy - - individual and group therapy with children, individual and group therapy with adolescents, play therapy, counseling and therapy with parents and school staff, human relations training, and affective education.

With regard to therapy, workshop participants felt that it was indeed a most important area of service for school psychologists. Workshop participants indicated that they are expected to, and that they do, provide therapeutic intervention with students that takes the form of direct services or guiding others who work directly with the students. However, in their respective work setting these psychologists indicated that there was relatively little formal demand upon them for therapy services, how therapy is usually conceptualized. They perceived, nevertheless, greater actual need for therapy among those students they served diagnostically. Some indicated that they, seeing these needs among their pupil clients, had gone ahead and in some instances were providing therapy services. Some suggested that they were providing counseling services which were probably indistinguishable from therapy.

Generally, workshop participants expressed the view that pressure for diagnostic services was so great that other services tended to be crowded out.

A number of special projects in the schools requiring therapeutic intervention or expected intervention in the respective work settings of the participants were examined. For example, one participant was engaged in establishing within her system a school or center for emotionally disturbed students that presumably would require direct therapeutic intervention. An interdisciplinary conflict resolution team also was described, the purpose of which team was that of bringing parents together and of working with them as a means of resolving or preventing serious conflicts. Consideration was given to an early remedial approach to the disruptive behavior of children.

An auxiliary concern of workshop participants related to intervention with children in the schools was identified. This was the perceived effort of clinical personnel from mental health clinics to move into the schools as professional workers. It was suggested that this effort is directly proportional to the threat being experienced by these workers in the community in terms of lost funding to the clinics and new legislation increasing the responsibility and funding for the schools. Questions were raised regarding the competency of these clinicians to practice as school psychologists, especially in handling problems of learning disabilities and other school related problems.

The workshop leaders presented a framework and rationale for therapy in the schools. It was posited that therapy adapted to the school setting is appropriate and necessary for a total program of assistance to teachers and children in achieving the school goals. In was posited that therapy in the schools is not the same as therapy in a community clinic or a private practitioner's office. It was posited that the school setting affords the potential of a 5-day week exposure of the psychologist or those who assist him in reaching the child and also in utilizing the child's milieu as a useful tool in the therapeutic process.

The workshop leaders described a framework for therapy in the school setting as comprising three major classes: individual, group, and facilitative. These three, together, can be described as encompassing a discipline for schools called psychoeducational therapy. Individual therapy with the child or youth follows the established relationship of therapist to student along the lines of treatment which are appropriate to the presenting problem and the variables unique to the school setting.

Group psychoeducational therapy is designed to fit the needs of various problem groups of children to deal with problems that are interfering with good school performance. Groups are formed on the premise that group interaction can lend support to the solution of the problems which the children are having. Such group interventions may be of a talking or verbal type, or they may involve play or other self-expressive activities. The objective in all cases includes the expression of the problem, the insights developed, the understanding created, and the solutions that grow out of the total experience.

Facilitative therapy is defined as any of those activities in which the school psychologist, or another person - - a non-professional or a paraprofessional aide - - acting as the instrument of the psychologist, works to develop skills, abilities, appropriate affect etc., in the pupil client as the goals of therapy. Facilitative therapy involves such activities as supportive, friendly relationships with children, in the context of which children are trained in specific cognitive skills, affective skills, and sensory-motor skills needed for academic learning.

The concept of providing therapeutic service to children in the school setting is dependent upon the capacity of the school psychologist to accept and to relate deeply across socio-economic class, ethnic, and racial lines. The treatment population is unselected and calls for resourcefulness in terms of personal skills in dealing with the variables of socio-economic class, ethnic, and racial conditions. To achieve this, two approaches are considered fundamental:

1. A therapy rationale that will provide the basis upon which the psychologist sets the therapy for the child or children with whom he is working. This is discussed in some detail later in this chapter.

2. An approach or mental set toward therapy that includes the characteristics of self-awareness, including awareness of one's own personal bias; sensitivity that extends across socio-economic class, ethnic group, and race; appreciation of individual characteristics that are typical of or that transcend socio-economic class, ethnic group, and race; and, lastly, a personal commitment to relate across what often appear as barriers created by differences in socio-economic class, ethnic group, and race.

The psychoeducational therapy program offered by the department administered by the workshop leaders was cited in detail as a specific example of what can be accomplished. Features of the program that were discussed are described briefly below.

1. Characteristics of psychoeducational therapy were set forth in the following terms:

   a. Initial diagnosis, with hypotheses that flow from the diagnosis, which suggests the treatment method of choice.

      (1) Individual therapy

      (2) Group therapy

      (3) Facilitative therapy. Facilitative therapy is defined as assistance given the child or small groups of children in developing cognitive, sensori-motor, of affective skills under the supervision of the psychologist, and conducted, within a supportive relationship, by aides, teachers, peers, or others.

   b. Determination of goals and objectives which must relate to learning and behavior of the individual as pupil or student.

   c. Setting and adhering to limits that are school appropriate.

   d. Managing the process and techniques of therapy consistently with an explicitly stated therapy rationale, including in-process shifts when needed.

   e. Termination of therapy as joint decision of psychologist and school personnel who work with the child.

   f. Evaluative reporting of progress and/or results.

2. Specific objectives for the therapy with each student. A technique was discussed for determining integrated therapy objectives from the objectives the student has for himself/herself, the objectives the teacher has for the student, and the objectives that the psychologist might have for the child.

3. Rationale for psychoeducational therapy. Sample therapy rationales were examined. These are written by each psychologist offering psychoeducational therapy. Each rationale comprises three sections: first, a philosophic statement is provided setting forth the personal beliefs of the psychologist regarding how he/she sees the individual as developing, functioning, and deviating to the point of needing help, how he/she sees the individual as shifting back to more adaptive functioning, and how he/she values the individual; second, a list of therapy techniques employed by the

psychologist and that are consistent with his/her beliefs as set forth in the first section is given; and third, a verbatim exchange (verbal and/or non-verbal) is included as illustrative of the actual therapy conducted by the psychologist.

4. Inventory of therapeutic practice. Sample inventories were examined. These were multi-paged forms with a half-page or more blocked out under each of the six statements of the characteristics of psychoeducational therapy as cited under #1 above. Under each heading staff psychologists in the program describe their therapy practice in detail. These completed inventories are used by psychologists in the therapy program to assist supervisors and themselves in evaluating the extent to which they are operating consistently with essential characteristics of the psychoeducational therapy program.

5. Therapy seminar. Bi-weekly seminars are held to deal with the theory, techniques, problems, and personal distress of conducting psychoeducational therapy in schools. These seminar sessions last for a morning of three-and-one-half hours each. They serve as training sessions, as group supervisory sessions, as catalytic agents for fragmented knowledge of therapy geared from readings and other sources, as a platform for presenting a case illustrated position for feedback, as emotional support, and so forth.

6. Therapy consultation. The functions of consultation with psychiatrists and psychologists from outside the department and, therefore, from outside the school system were discussed. These include the need for expertise in a particular school or aspect of therapy, a constructively critical voice as stimulation, medical input, backup with suicidal therapy cases, etc.

   The history of consultation in this particular psychoeducational therapy was developed along the following lines at the inception of the program. Psychiatrists were employed regularly as consultants. Subsequently, clinical psychologists from outside the school system were employed regularly as consultants. Most recently staff psychologists have served as consultants for each other, especially through therapy seminar sessions; there is consensus that this type of consultation has proved to be most helpful since staff members have familiarity with the schools as an institution.

7. Support for Therapy: Paraprofessional Aides and Psychometric Assistants. Psychometric assistants are employed, under the guidance of school psychologists, for diagnostic studies to help in servicing the large demand for diagnostic testing and to free the psychologists to initiate or to continue with psychoeducational therapy. Paid and volunteer paraprofessional aides, who work under the supervision of school psychologists, are used to assist with some aspects of the therapy, especially facilitative therapy. Aides significantly increase the number of children for whom the psychologist can provide therapeutic intervention.

8. Facilities for psychoeducational therapy. Facilities for psychoeducational therapy were described not only as the therapy room but also the classroom, itself. Problems of the availability of quarters reserved for the exclusive use of psychologists were examined.

   Specific need on the part of one workshop participant, and desirability on the part of other participants, was expressed for facilities to exist within the school system for therapeutic treatment of the more seriously disturbed students, therefore providing treatment within the natural day-to-day educational context. One administrator was at the planning stage for such a facility, while similar facilities were indicated as already functioning in a couple of the other systems represented by the workshop participants.

   The need for a transition class or facility was expressed. This facility would serve students returning to the school setting from a hospital or residential milieu.

The psychologist's services as a therapist are also available to school personnel upon direct request of those needing the therapy.

An adjunct to therapy in the schools is the role that the psychologist plays in the areas of inservice with school staff involving direct instruction, group work, assistance in classroom management and providing for programs of group dynamics in human relations in the school setting.

Finally, the work of the psychologist must be convincing and must sell the value of time spent in intervention to follow through from diagnosis. Such intervention must be perceived by the teacher as enhancing not only the child's learning but her own effectiveness and therefore the close working relationship between the psychologist and the teacher is of great significance in creating trust, respect, and the building up of the service that he/she is trained to supply.

Administration, Supervision, and Relationships

The staff psychologists, in their responses to the questionnaire, understandably enough, did not indicate needed skills or capabilities in administration, supervision, and relationships. Their responsibilities do not lie in these areas. Similarly, the majority of workshop participants initially did not identify needed capabilities in these areas; as we stated earlier in this report, most participants turned out to be staff school psychologists instead of administrators and supervisors as had originally been planned.

During the workshop, participants discussed a number of capabilities that they thought administrators and supervisors of school psychological services might need. These included the following:

1. Thoughts were expressed to the effect that administrators of school psychological services probably should have the capability of selecting and hiring only those school psychologists who are psychologically healthy and, contrariwise, the capability and determination to weed out others. School psychology administrators, it was thought, might be able to keep out of the profession those who would be guilty of overt or subtle white racism or black bias.

2. Ideas and strong feelings were revealed with regard to administrators of school psychological services having the capability of facilitating the professional development of staff school psychologists. Four different ways of facilitating such professional development were discussed.

   a. It was said that the administrator should free the motivated school psychologist to provide those services for which there is a need and which he/she is capable of providing. To achieve this, the administrator would have to "let the psychologist be himself or herself."

   b. It was stated that the administrator should work at assisting the unmotivated staff psychologist to become motivated for full-range services to students. It was suggested that one means of achieving such motivation would be through inservice offerings that could develop self-awareness and consequently motivation.

   c. The administrator was seen as needing to understand and support all that the psychologist has to do, and as making every effort to help his administrative superiors understand and support the work of the psychologist. For example, this understanding and support may be most explicitly needed as the psychologist perceives a new need for services in the schools and moves to initiate delivery of same.

   d. Providing recognition for the psychologist for his/her efforts at full-range psychological services was thought to be very important, and it was the administrator who was viewed as providing this recognition.

Training in the skills of administration and supervision in school psychology do not appear in the ordinary sequence of beginning or advanced school psychology training programs. The Institute leaders presented and discussed those skills perceived by them as crucial to successful administration of psychological services in large urban areas. Some of the skills are gained by experience; some could be gained in graduate courses; some are developed personality skills that are assets to this kind of responsibility.

The workshop leaders shared with the participants their rationale for successful administration of a psychological services program in a large urban school system. The areas discussed covered:

role development and career ladder of positions in school psychology
recruitment techniques
supervision skills
continuing staff development
interdepartment relations
community relations
professional relations*

Career ladder of job opportunities. The career ladder concept provides both flexibility and opportunity to utilize psychological personnel at various levels of training. In the department headed by the workshop leaders, the range begins with student volunteer and proceeds through the practicum to a series of paid positions, as follows:

Psychology Aide (Paraprofessional)
Psychometric Assistant
Trainee School Psychologist
Associate School Psychologist
School Psychologist
Supervisor, School Psychology
Coordinator of School Psychology
Director, Department of School Psychology

Job descriptions in the above school psychologist series were presented and are attached as Appendix I.

Recruitment Techniques. The recruitment process calls for skills in identifying and selecting personnel who will best meet the needs of large urban schools. The workshop leaders discussed sources of school psychologists. Some emphasis was placed upon the training of future school psychologist staff members within the department of psychological services of the school system as a means of insuring the availability of new staff appropriately trained for the large urban setting. In the school system of the workshop leaders, this influence is exercised through the training practicum and through recently created internships.

Recruitment criteria were discussed by the workshop leaders. These criteria included: a) commitment to the urban setting, including intention to remain in urban practice, based upon expressed acceptance of the peoples represented there and their varied conditions; b) self examination as to probable professional and personal actions and reactions to multitudinous variables in the large urban setting; and, c) qualities expected in school psychologists generally, e.g., good basic training, ability to deal with the authority elements in interpersonal and in professional relationships, and imagination and flexibility in reliably discharging professional responsibilities.

* An additional area not discussed was that of legal aspects of school psychology practice. With more time, this could have been included in the workshop.

The recruitment process in large urban areas is greatly assisted through interview techniques that bring out the personal and professional qualities that are desirable, and that reveal when these are absent. The workshop leaders described a clinical technique of posing hypothetical situations for the interviewee to deal with. They also described a type of stress interview. For administrators recruitment also requires skill in managing the often complex procedures prescribed by the school administration and the legal steps involved in the appointment process of the School Board, itself.

Supervision skills. Supervision calls for superior clinical skills as a base for assisting new personnel and for consulting with experienced personnel. Additionally, the good supervisor in a large urban staff must be exceptionally well organized to handle a more-than-average work load; must be able to analyze problem situations involving personnel, professional relationships, facilities, and the like; and must be able to interpret such situations to facilitate solutions. It is the supervisor's responsibility to orient new staff to both procedures and adaptation of professional skills to the urban scene. The supervisor is the key person in evaluating and guiding staff into specific competencies. A more detailed list of specific skills will be found in Chapter 3.

Continuing staff development. A special area calling for expertise in urban school psychology practice is the facilitation of continuous professional growth for staff members. While there are usually opportunities in urban areas for continuing graduate work, it is the administrator's duty to plan and provide for adaptation, refinement, new skill development in diagnostic techniques, consultation techniques, therapy skills, group dynamics, and updating of information from research. Major resources include use of paid consultants for staff institutes, use of available resources from local or nearby universities, attendance at and report from conventions, replicated workshops, and resources within the staff, itself. An example of how the staff may be used as a resource would be reports from staff committees that research the literature or study problems of special interest such as new techniques in diagnosis, problems of drug abuse, sexism, career development, and the like. The appropriate utilization of such resources to improve staff functioning is a critical skill for the administrator.

Interdepartment relations. A large urban school district depends on teamwork among disciplines, services, and program areas. The skill of the professional school psychologist administrator in participating in the planning and implementation of cooperative efforts to serve schools and children is very important. It calls for broad perspectives at the same time as it calls for ability to relate broad concepts to the specifics of children's learning and to curriculum and instruction. The administrator should be well versed in these areas and be available as a resource when solutions to system or local school problems are sought. She/he must be capable of designing programs and services to meet changing needs. The administrator needs skill in interpreting staff and program needs, in projecting needs for staff, budgets and facilities, and

for representing psychology to groups within the school system. In addition, the administrator is responsible for designing and reporting to top administration to demonstrate accountability and productivity on a monthly and/or annual reporting basis, and to defend, if need be, current and proposed operations. The school psychology administrator must likewise be skilled in interpreting and protecting the psychologist's role among various disciplines offering services to the child, and particularly in the differential diagnostic roles now encountered in multidisciplinary teamwork.

Community relations. With respect to the urban community, the administrator needs to know and be known among both professional and community groups; P.T.A., public and private social agencies, psychological organizations, and the like. The administrator is likely to be called on for appearances in the media to interpret school services or current situations from the viewpoint of the profession. She/he must be able to interpret mental health needs as related to schools.

Professional relations. Relations between the school district and the professional community call for ability to make and maintain contacts with universities of the area, particularly in school psychology. Rapport between these provides a two-way advantage: to trainers in being able to reflect urban needs in modifying their educational offerings and to the school district in turning out better qualified personnel. Such mutually beneficial relationships will also aid in providing advanced continuing education that is relevant to the evolving needs of urban practitioners. The administrator represents urban needs to state officials in the state office of education as a basis for planning; she/he furnishes required reports and must be involved in the evaluation of standards for practice. Professionally, the school psychology administrator should be active and provide leadership in local, state, and national organizations in psychology and in the specialty of school psychology.

Chapter 3

IDENTIFIED CAPABILITIES REQUIRED OF SCHOOL PSYCHOLOGISTS AND ADMINISTRATORS OF SCHOOL PSYCHOLOGICAL SERVICES

The Practice of School Psychology: Psychoeducational Diagnostic Capabilities Needed by School Psychologists

1. Psychologists who know and understand minority cultures, who have experience within these cultures, who accept these cultures, and who therefore can diagnose minority group children, employing innovative techniques as needed.

   a. Who can distinguish those with exceptional education needs from those with regular class needs.

   b. Who can identify children from central city with superior ability.

2. Psychologists who are able to manage a large volume of diagnostic referrals because they recognize the need for this function and are skilled in the application of a wide variety of diagnostic tools to accomplish the task.

   a. Whose mastery extends beyond Wechsler, Binet, WRAT, and Bender.

   b. Whose mastery includes the clinical interview; tests for very young children (other than Wechsler Preschool and Primary Scale of Intelligence) such as the McCarthy Scales of Children's Abilities; major performance scales such as Leiter International Performance Scale, Grace Arthur Point Scale of Performance, and Hiskey-Nebraska Test of Learning Aptitude; adaptive behavior scales; etc.

3. Psychologists who have the ability to conduct full diagnostic studies through the employment of clinical methods rather than having to depend solely upon "testing with psychometric measures."

   a. Psychologists who, as calibrated instruments, are their own best instruments.

   b. Psychologists with the ability and habit of integrating data from a variety of sources in reaching a diagnostic hypotheses.

   c. See #6 below.

4. Psychologists who can diagnose for a great multiplicity of special programs against explicit criteria but who will go beyond these to serve students.

   a. Who diagnose and identify needs that call for programs not currently offered in the system.

b. Who can and will recommend needed programs.

5. Psychologists who are sufficiently trained and certified as school psychologists, but who are also appropriately licensed for private practice so that their findings and recommendations are respected by community agencies that demand a single standard of practice.

   a. Whose credentials can eliminate the practice by agencies or subjecting children who are referred out to them to a second battery of tests.

   b. Whose credentials help to maintain the equality of psychological specialists.

6. Psychologists who relate to and interact with other members of the interdisciplinary team consistently out of the frame-of-reference of the psychologist as opposed to that of the educational diagnostician, etc., but who recognize interdisciplinary overlap.

   a. Psychologists who insist upon fulfilling the defined professional role without avoidable encroachment of other team members, who will not be intimidated.

   b. Psychologists who, as needed, are able to make use of the findings of other team members.

   c. Psychologists who are capable of conducting comprehensive psychodiagnostic evaluations as differentiated from social and educational diagnoses.

7. Psychologists who will maintain the integrity of the relationship between their diagnostic findings and conclusions even in the face of demands from school administrators, parents, or others for certain variant results.

   a. Psychologists with the ability to relate to, and communicate with, consumers and gate-keepers.

   b. Psychologists with the ability to limit compromise within the bounds of professional ethics.

The Practice of School Psychology: Psychoeducational Consultation Capabilities Needed by Staff Psychologists

1. Psychologists who have an interest and basic training in consultation on system problems.

   a. Psychologists who know and understand the structure and functions of schools.

b. Psychologists who want to be consultants on system problems.

c. Psychologists who have learned some techniques for consultation on system problems that can be utilized after they have established themselves and have begun to be called upon by school personnel for help with system problems.

2. Psychologists who can conduct preventive classroom consultation.

3. Psychologists who can conduct diagnoses of, and consult on, crisis situations.

4. Psychologists who know how to do case consultation as the development of the teacher's own ability to help the child rather than making recommendations without follow-up support.

The Practice of School Psychology:
Psychoeducational Therapeutic Intervention Capabilities
Needed by Staff Psychologists

1. Psychologists who have training experiences broad enough to prepare them for the wide variance or heterogeneity of problems to be found among urban children.

   a. Psychologists with clinical experiences.

   b. Psychologists with broad field experiences.

2. Knowledge and understanding of basic theory of therapy and psychoeducational therapeutic intervention and therapeutic practice.

   a. Theories of therapy

   b. Techniques of therapy

      (1) Talking therapies

      (2) Play therapies

      (3) Behavioral therapies

      (4) Individual, group, family

      (5) Therapy with different minorities

   c. Experiences of applying techniques.

3. Personal set to relate personally and deeply across social class and ethnic/racial lines in order to work with an unselected treatment population in terms of social class and ethnic/racial variables.

a. Set

(1) Self awareness (including awareness of personal biases).

(2) Sensitivities across class, ethnic group, and race.

(3) Appreciations across class, ethnic group, and race.

(4) Personal desire and commitment to relate personally and deeply across class, ethnic group, and race.

b. Therapy rationale will suggest the personal set and provide a basis for guiding the psychologist.

4. Ability to adapt therapeutic practice to the school setting directly and facilitatively (unselected population, etc. as above).

a. Management of certain school variables that are influential upon the nature of therapeutic practices.

b. Acceptance of a set of criteria for therapeutic practice in the schools.

5. Ability to use paraprofessional staff creatively and productively as extensions of the psychologist's expertise.

a. Psychometric assistants providing diagnosis under the supervision of the psychologist in order to free the latter for increased therapeutic intervention.

b. Junior-college level aides providing supportive relations as well as training in affective, cognitive, and sensory-motor skills for student clients under the supervision of the psychologist.

c. The psychologist will need the following skills in order to make appropriate use of psychological assistants and aides.

(1) Maintenance of superordinate/subordinate relationship in general.

(2) Techniques for giving instructions and for monitoring.

(3) Techniques for taking test data from others and see its meaning.

(4) Maintenance of lines of communication for supervisory purposes.

(5) Techniques of consulting with assistants.

6. Ability to identify and provide needed inservice training for school staffs in such areas as classroom management, instruction, and dynamics of human relations in the school setting.

a. Dynamics of human relations.

b. Workshops in classroom instruction, e.g. "Using Psychological Findings in the Classroom", "Racism in Education".

7. Ability to relate to community and professional resources in order to use these resources as ancillary support for both individual case consultation and inservice training of school staffs.

   a. Referral of cases to outside resources where there is need for types of services unavailable in the schools.

   b. Pulling into the schools outside resources to augment manpower within school services for certain inservice offerings, e.g., human relations training.

8. Ability to sell the concept and program of intervention within the system.

   a. Education of school staffs with respect to the need for, and the appropriateness of, intervention by the school psychologist within the school system. (The place of psychological intervention in the larger frame of "educating the child" and "increasing the effectiveness of teachers")

   b. Education of school staffs regarding the particular program proposed to implement the concept, including the nature of direct services and the nature of indirect services.

9. Ability to demonstrate and gain acceptance for, and cooperation with, the detailed procedures of the intervention program.

   a. Communication with both administrators and teachers as essential to the maintenance of acceptance and cooperation.

   b. Communication as essential toward helping establish the legitimacy of the student taking time from academics for therapeutic intervention, etc.

Administration, Supervision, and Relationships Capabilities Needed by Administrators and Supervisors

1. Ability to recruit staff with the following criteria to meet big city needs.

   a. Positive attitudes toward heterogenous social/economic/ethnic groups.

   b. Adaptability. Openness to one's own biases.

   c. Motivation for working in urban area.

d. Stability of goal. Readiness to stay.

e. Quality of training.

f. Ability to manage the threat element.

g. Ability to manage authority elements in interpersonal and professional relations.

h. Resourcefulness in relating findings in practical manner to reality situations.

i. Ability to tolerate and manage the complex technical details of a large staff in a large system.

2. Ability to develop and promote staff growth

a. Orientation know-how.

b. Continuous staff inservice.

3. Multi-faceted skills and abilities in supervision

a. Skill in professional consultation and guidance of others.

b. Ability to inspire confidence and respect.

c. Ability to inspire personal growth in others.

d. Ability to manage technical details in perspective to major role.

e. Ability to evaluate competence broadly in relation to scope of psychologist's role. (Has implications for level of supervisor's training.)

f. Ability to guide toward competence; evaluation as the end product.

g. Demonstrated breadth and depth of knowledge in field.

h. Practical experience in the work to be supervised.

i. Ability as a troubleshooter.

j. Ability to interpret program and procedure.

k. Ability to accept, and work through, the formal procedures of due process.

4. Skills in interdepartment relations

a. Skill in interpreting program of psychological services.

b. Skill in working with and communicating with staff, from a psychological point of view, from many different departments: instructional, business, personnel, budget, administration, housing, public relations, research planning.

c. Skill in representing and protecting the role and functions of the profession vis-a-vis other professions and the roles within the educational organization, especially with multidisciplinary service teams.

5. Skills in community relations

a. Knowing the community and being known and available to participate and cooperating in planning for services to help school children.

b. Informing the community of what the schools need and of what is available within the schools.

6. Skills in professional relations

a. At the University Level: Being known by university staffs and advising on program in psychology and education.

b. At the State Department Level: Ability to manage the required procedures reporting, often designed for use by smaller systems. Ability to make the voice of the big city heard in the development and implementation of program, training, certification, service, and evaluation standards.

c. At the Professional Organization Level: Active participation in the general psychological community of the area and in professional organizations related to school psychology and to professional psychology in general.

7. Skills in planning

a. Ability, foresight, and creativity in developing program.

b. Ability to assess, and plan for, staff needs in terms of professional growth and development.

c. Ability to translate program and staff needs into budgetary statements.

8. Skills in assessment of the extent to which program achieves established goals

a. Assessment of the on-going performance of each individual staff member.

b. Assessment of the on-going work of the total staff in the various aspects of the over-all program.

Chapter 4

RECOMMENDATIONS

Workshop participants agreed upon a number of recommendations, the ultimate end of which were to bring university training in line with service needs in the schools of large urban districts. Five recommendations were made to the Executive Committee of the Division of School Psychology, with the request that they be pursued in association with school psychology trainers.

The five recommendations address to Division 16's Executive Committee were as follows:

Recommendation #1:

Review and improve criteria for selecting individuals for acceptance into school psychology training programs.

Recommendation #2:

Encourage trainers to carefully screen students into school psychology training programs and to provide them with opportunities for personal development experiences.

Recommendation #3:

Encourage trainers to expose students in their programs to experiences designed to maximize their sensitivities to other cultures.

Recommendation #4:

Encourage trainers to give careful consideration to standardization of diagnostic skills training programs.

Recommendation #5:

Encourage continuing education for school psychologists on the job through opportunities at local universities and/or programs that are written into the budgets of school psychological services departments in the school districts.

This last recommendation was viewed as enabling the various school districts to develop in their respective staffs those skills especially needed for successful practice in their respective districts. Continuing education would include, therefore, such areas as training in psychoeducational therapy intervention, neuropsychological evaluation, advanced studies in differential diagnosis, psychotherapy, diagnostic interviewing, and supervisory or administrative techniques and procedures in psychological services.

Recommendation #6:

A sixth recommendation was addressed to the Corresponding Committee on Administrative Problems of Psychological Services in Large Urban School Districts. This was as follows:

The Corresponding Committee, itself, is urged to increase communication with school district administrators. The purpose of such communication should be to develop better understanding of the potential contributions of school psychology to the child and to the school program.

Postscript: At its meeting in Washington, D.C. in January 1976, the Executive Committee of Division 16 approved in principle the five recommendations made to them. They are to be forwarded to the chair of the Education and Training Committee and to the chair of the Trainers Association for consideration and action.

MB/JHJ/ap
3-2-76

APPENDIX I

MILWAUKEE PUBLIC SCHOOLS

Division of Curriculum and Instruction
Department of Psychological Services
Division of Personnel

Career Ladder
for Professional Staff in
School Psychology

The provision of an orderly and well defined career ladder which provides for various levels of appointment and advancement of psychologist personnel on the basis of attained recognized standards of competency appears desirable in that it would provide incentives for professional development and retention. Such a program should have the following as its salient features.

1. The establishment of position authority for all non-supervisory staff positions at the highest level which can be attained solely on the basis of performance and self-improvement - the level immediately below that of supervisor at which persons who had fully met academic, experience, and satisfactory performance standards would be paid. Persons employed who had not fully met these qualifications woul underfill such positions at lower levels in the career ladder. This would be advantageous to the department since it would allow for greater felxibility in assignment and ability to advance personnel, and it would be advantageous to the employee since it would assure an avenue of promotion upon the attainment of the academic, experience, and performance standards without the necessity to await a position vacancy at the higher level.

2. Provision not only for advancement of personnel within the service from one level to another depending upon the attainment of established standards, but equal provision for recruitment of qualified personnel from outside the service at all levels. This would assure that the department would be able to appoint well qualified and fully qualified people when these presented themselves as available, and also assure continued augmenting of the professional staff with personnel with ideas and approaches of a varied nature based on a variety of work and training experiences. At the same time, such a policy of lateral entry would not impair the opportunities for advancement of present staff personnel since each would be underfilling a position authorized at the full level, and have his own individual avenue along which to advance.

3. Establishment of standards for each level of advancement and recruitment clearly defined and understood, and based upon academic training and experience requirements. For this purpose the Certification Standards for School Psychologists as established by the Wisconsin Department of Public Instruction would constitute the basic academic and experience requirements for the various psychologist levels.

4. Promotion from one level to another in the series must be governed not only by the individual meeting established academic and

experience requirement, but also must be governed by the department's willingness to advance the individual on the basis of job performance. The department must retain its right to evaluate and make determinations of performance, and at the same time it must retain its right to act on the basis of such determinations, in this case to promote or withhold promotion. In no sense should advancement in such a program be considered "automatic," based solely on the attainment of prescribed academic or experience qualifications.

5. Provision of a supervisory level to which able staff members can aspire for promotion. Positions at this level would be filled as position vacancies occur. Normal recruitment would be from the staff but could be from outside the service in exceptional cases.

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In accordance with the above, it is proposed that there be four levels of psychologist established in the Department of Psychological Services, Division of Curriculum and Instruction, Trainee Psychologist, Associate Psychologist, School Psychologist, and Supervisor, School Psychology. The roles assumed by each of these and the qualification requirements are detailed below.

Supervisor, School Psychology

The duties of this position are to supervise, under the direction of the coordinator, a portion of the staff of school psychologists and trainees, or a group of school psychologists assigned to a special program such as the Title I, ESEA project of intensive psychological services. The position of Supervisor is in the administrative-supervisory structure of the department. The emphasis is on orientation of new staff and day-to-day supervision of assigned staff to insure quality and efficiency of service. Scheduling, monitoring, evaluating, and facilitating of service is the main duty, achieved through structuring and counseling with the staff, and regular contacts with school personnel. Additionally, the supervisor is involved in department planning, recruitment, in-service staff development, budgeting, and research, as requested by the Director of the Department.

Qualifications:

Doctorate preferred; equivalence as defined for School Psychologists acceptable.
Certification as School Psychologist, Level II by State of Wisconsin.*
Experience as a school psychologist; three years' minimum preferred. A broad background in psychology is essential, and particularly experience in practical applications to a variety of school levels and settings.

*Holders of #55 license would also be considered qualified for Supervisor level.

Line of Promotion:

from School Psychologist or
Entry level position for experienced, highly qualified applicants.

School Psychologist

This level calls for an experienced, fully qualified psychologist with qualifications equivalent to Level II state certification, who can be assigned to responsibilities calling for the exercise of independent judgement. A psychologist in this class would require little direct supervision but would be expected to consult with his supervisor on difficult and/or highly sensitive cases. The assignment may be one that calls for more than average expertise in a special phase of psychological work, or it may be one which requires flexibility and considerable knowledge and skill in employing a range of therapeutic as well as diagnostic and consultative skills.

A psychologist in this group would also be expected to work with practicum students, trainees, or interns when assigned, and would assist in working with new staff. Such duties would be assigned by the supervisory or administrative staff. All position authority for the professional staff would be established at this level with personnel holding lesser qualifications of Associate and Trainee Psychologist underfilling the positions until fully qualified as a School Psychologist.

Minimum Qualifications:

Doctoral degree or 60 graduate credits including all course work required for Level I certification by State of Wisconsin.
Certification as School Psychologist, Level II by State of Wisconsin.*
At least one year of paid experience as a psychologist in an educational setting.

*Holders of #55 License would also be considered qualified for School Psychologist level. In addition, persons who are experienced and fully trained, as indicated above, but who temporarily lack eligibility for Level II Certification because of a minor academic deficiency, such as might arise in cases of personnel from other states, may be appointed at this level while they hold a provisional, non-renewable license from the state to correct this deficiency.

Line of promotion:

from Associate School Psychologist
Trainee School Psychologist
Entry level appointment in this title would be reserved for experienced, highly qualified applicants.

Associate School Psychologist

This psychologist would be minimally qualified. His lack of experience would limit the scope of his activities. Initially he would be assigned to general school service and he would work under close supervision. As he demonstrates both competence and educational qualifications for top level certification, he could be recommended for promotion into the level of School Psychologist.

Minimum Qualifications:

Master's degree plus 42 credit hours graduate training including all course work required for Level I Certification by State of Wisconsin.
Certification as School Psychologist, Level I by State of Wisconsin.
Experience as a trainee or psychometric assistant preferred.
Some psychological and/or educational experience required.

Line of Promotion:

Appointment at entry level or from Trainee School Psychologist to School Psychologist.

Trainee Psychologist

This title refers to duties assigned to graduate students in school psychology who are nearing completion of the required training for certification as a school psychologist, Level I or II, in Wisconsin. The duties would include all those performed by a certified psychologist, but they would be assigned, supervised, and reviewed by an experienced psychologist. A trainee would not be assigned responsibility for a group of schools or a program, but would work as an assistant to a field psychologist.

This assignment would be equivalent of an internship. It would terminate at the end of one year with the completion of certification requirements and possible promotion to the position of Associate School Psychologist or School Psychologist.

Minimum Qualifications:

Master's degree or its equivalent including all course work required for Provisional Certification by State of Wisconsin.
Certification as Provisional School Psychologist by State of Wisconsin.
Graduate training to within one year of certification as School Psychologist, Level I or II.

Line of Promotion:

Entry level position.
Promotion to Associate School Psychologist or School Psychologist

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The possibility of establishing a full-time assignment of Psychometric Assistant has been considered and will receive continuing review. Such a person would be a technician, qualified to perform individual intelligence, perception, personality, and achievement tests. A graduate degree would not be required but some graduate training would be desirable. Psychometric Assistants would work under the guidance of a certified psychologist with duties limited to psychometric testing and reporting. Such an assignment would not fall within the career ladder concept outlined above unless the person chose to qualify himself for higher level promotion.

At this time establishment of such an assignment on a full-time basis is not contemplated. If, however, this should be done in the future, the assignment would be considered equal in level to the Trainee Psychologist without, of course, the one-year internship characteristic.

BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

POSITION DESCRIPTION

TITLE: School Psychologist

REPORTS TO: School Psychologist Supervisor or Coordinator, Psychological Services

SUPERVISES: Psychometric Assistants; Aides (Volunteers and Paid)

BASIC FUNCTION: Conduct diagnostic evaluations of children with learning difficulties or behavioral problems which interfere with their satisfactory adjustment in school; treat, by utilizing psycho-educational therapy, in individual and group sessions, children who present symptoms of underlying learning and personality difficulties; counsel students and/or teachers or refer appropriate cases to specialized skills or programs; consult on and design treatment programs appropriate to the educational setting.

MAJOR DUTIES AND RESPONSIBILITIES:

I. Psychodiagnosis.

A. Conduct individual psychological studies of children; evaluate ability, psychomotor, achievement, and personality functioning: noting strengths and weaknesses in ability to learn; using objective and projective psychological instruments and classroom observation; differentiating between situational and internalized, between intellectual and emotional, between organic and functional causes of problems, and between mild and severe cases; for the purpose of diagnosing the problems of children with learning or behavioral difficulties and recommending appropriate measures to assist the child, his teacher, and his parents.

B. Guide the work of psychometric assistants assigned to assist the psychologist in individual evaluations, limiting the assignments given to such personnel to that which fall within their particular range of competency, in order to expedite the evaluative process.

C. Interpret to the child, parents, school personnel and other professionals the individual diagnostic evaluation with respect to learning difficulties and behavioral problems, and strengths and weaknesses in learning ability of the child, for the purpose of defining realistic expectations and practical courses of action for instruction and treatment.

D. Suggest and recommend children for placement into special programs, basing such actions on indications for the need of the particular assistance offered by the program as evidenced by the child's psychological evaluation, for the purpose of enabling the child to adjust to school, himself, and others, and to progress at an optimum rate consistent with his abilities.

II. Psychoeducational Therapy

A. Discuss with the child, the parents, school personnel, and other professionals, the diagnostic findings with respect to the child's behavior problems and/or learning difficulties for the purpose of enlisting their cooperation in psychoeducational therapy to be provided by the psychologist.

B. Conduct individual, group, or facilitative therapy, for children whose diagnosed problem would benefit from modification of the causes and/or problem behaviors using judgment and discretion in such activities based upon the diagnosis of the underlying learning and/or personality difficulties evident in the evaluation; for the purpose of providing treatment which will enable the child to adjust to school, himself, and others, and to progress at an optimum rate consistent with his abilities.

C. Train and guide paraprofessional aides and volunteers in performing assigned duties involving specific tasks of data gathering, sensori-motor and cognitive skills building, and/or supportive relationships with identified children for the purpose of implementing the psychologist's recommendations and extending his expertise as a therapist to the maximum.

D. Serve as counseling psychologist in assigned schools to teachers, staff personnel, and parents to improve the mental health and educational environment for all students and to improve the image of the schools in the community.

III. Consultation

A. Provide information and consultation to various school personnel on matters pertaining to behavior and psychology, limiting such activity to specific problems called to attention, for the purpose of assisting personnel in their understanding of student problems.

B. Suggest and recommend methods by which assistance may be given to the student, techniques which may be more successfully used by the teacher, and assistance from curriculum and other specialists that may be of help in solving the student's problem, basing such recommendations on particular problems of students and the results of diagnostic evaluations, in order that classroom and instructional situations may be of positive value to student.

C. Describe and interpret to school personnel, parents, and other various programs available in the Milwaukee Public Schools for the purpose of relating individual children's needs to the program offerings available.

D. Attend psychiatric and interdisciplinary staffings which involve student clients for the purpose of providing interpretations based upon diagnostic evaluations and other pertinent information concerning the child.

E. Confer with parents and/or community agencies relative to psychological studies and/or counseling with individual children for the purpose of enlisting cooperation in diagnostic and/or therapeutic programs, and facilitating referrals.

IV. Follow-up

A. Follow-up and promote implementation of recommendations to classroom teachers and school administrators with respect to individual children's needs for the purpose of determining effectiveness and providing additional psychological service as needed.

B. Follow-up and promote implementation of recommendations on children referred to specific programs and services for the purpose of ascertaining that program and treatment are being fulfilled.

V. Inservice Training

A. Conduct inservice courses, seminars, and workshops to acquaint teachers and other school personnel with sound psychological principles of child development and education, to help them recognize psychological problems in children, to help them better utilize psychological services, and to help them utilize modern learning theories in teaching and management of child behavior.

VI. Human Relations

A. Lead and consult on human relations activities and programs within the schools for the purpose of improving interpersonal relations among and between staff members, students, and parents.

B. Provide leadership training for teachers and other school personnel in the techniques and process of interpersonal and intergroup human relations for the purpose of developing internal staff leaders.

C. Plan and consult on human relations programs suited to the needs in individual schools for the purpose of solving critical problems negatively affecting the educational process in those schools.

VII. Professional Development

A. Keep abreast of new developments in the field by reading journals and other professional publications, attending professional society meetings, seminars, and the like, and discussing problems of mutual interest with others in the field in order to maintain effectiveness.

B. Participate in staff inservice training programs to gain additional techniques that will be helpful in improving job performance.

VIII. Miscellaneous

A. Participate in school-related activities such as faculty meetings, P.T.A. organizations, inservice activities, and informal consultation on general school problems; basing such participation on general aim of improving and molding the school environment as fully as possible toward positive ends, particularly as related to therapeutic needs of student clients.

B. Attend inter-departmental committee meetings as required in order to maintain awareness of school's and the system's affairs and to provide input on psychological matters as appropriate.

C. Attend regularly scheduled staff meetings of the department for the purpose of receiving information about system and department policies and procedures, and maintaining consistent standards of service.

D. Perform other related duties as assigned.

QUALIFICATIONS:

Doctoral degree or 60 graduate credits including all course work required for Level I certification by State of Wisconsin.

Certification as School Psychologist, Level II by State of Wisconsin.*

At least one year of paid experience as a psychologist in an educational setting.

*Holders of #55 License would also be considered qualified for School Psychologist level. In addition, persons who are experienced and fully trained, as indicated above, but who temporarily lack eligibility for Level II Certification because of a minor academic deficiency, such as might arise in cases of personnel from other states, may be appointed at this level while they hold a provisional, non-renewable license from the state to correct this deficiency.

BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

POSITION DESCRIPTION

TITLE: Associate School Psychologist

REPORTS TO: School Psychologist Supervisor
Coordinator, Psychological Services

SUPERVISES: Psychometric Assistants; Aides (Volunteers and Paid)

BASIC FUNCTION: Conduct diagnostic evaluations of children with learning difficulties or behavioral problems which interfere with their satisfactory adjustment in school; treat, by utilizing psycho-educational therapy, in individual and group sessions, children who present symptoms of underlying learning and personality difficulties; counsel students and/or teachers or refer appropriate cases to specialized skills or programs; consult on and design treatment programs appropriate to the educational setting.

MAJOR DUTIES
AND RESPONSIBILITIES:

I. Psychodiagnosis

A. Conduct individual psychological studies of children; evaluate ability, psychomotor, achievement, and personality functioning: noting strengths and weaknesses in ability to learn; using objective and projective psychological instruments and classroom observation under continuing supervision and regular counsel; differentiating between situational and internalized, between intellectual and emotional, between organic and functional causes of problems, and between mild and severe cases; for the purpose of diagnosing the problems of children with learning or behavioral difficulties and recommending appropriate measures to assist the child, his teacher, and his parents.

B. Guide the work of psychometric assistants assigned to assist the psychologist in individual evaluations, limiting the assignments given to such personnel to that which fall within their particular range of competency, in order to expedite the evaluative process.

C. Interpret to the child, parents, school personnel and other professionals the individual diagnostic evaluation with respect to learning difficulties and behavioral problems, and strengths and weaknesses in learning ability of the child, for the purpose of defining realistic expectations and practical courses of action for instruction and treatment.

D. Suggest and recommend children for placement into special programs, basing such actions on indications for the need of the particular assistance offered by the program as evidenced by the child's

psychological evaluation, for the purpose of enabling the child to adjust to school, himself, and others, and to progress at an optimum rate consistent with his abilities.

II. Psychoeducational Therapy

A. Discuss with the child, the parents, school personnel, and other professionals, the diagnostic findings with respect to the child's behavior problems and/or learning difficulties for the purpose of enlisting their cooperation in psychoeducational therapy to be provided by the psychologist.

B. Conduct individual, group, or facilitative therapy, for children whose diagnosed problem would benefit from modification of the causes and/or problem behaviors, performing such work under intense supervision and consultation, using judgment and discretion in such activities based upon the diagnosis of the underlying learning and/or personality difficulties evident in the evaluation, for the purpose of providing treatment which will enable the child to adjust to school, himself, and others, and to progress at an optimum rate consistent with his abilities.

C. Train and guide paraprofessional aides and volunteers in performing assigned duties involving specific tasks of data gathering, sensorimotor and cognitive skills building, and/or supportive relationships with identified children for the purpose of implementing the psychologist's recommendations and extending his expertise as a therapist to the maximum.

III. Consultation

A. Provide information and consultation to various school personnel on matters pertaining to behavior and psychology, limiting such activity to specific problems called to attention, for the purpose of assisting personnel in their understanding of student problems.

B. Suggest and recommend methods by which assistance may be given to the student, techniques which may be more successfully used by the teacher, and assistance from curriculum and other specialists that may be of help in solving the student's problem, basing such recommendations on particular problems of students and the results of diagnostic evaluations, in order that classroom and instructional situations may be of positive value to student.

C. Describe and interpret to school personnel, parents, and others various programs available in the Milwaukee Public Schools for the purpose of relating individual children's needs to the program offerings available.

D. Attend psychiatric and interdisciplinary staffings which involve student clients for the purpose of providing interpretations based upon diagnostic evaluations and other pertinent information concerning the child.

E. Confer with parents and/or community agencies relative to psychological studies and/or counseling with individual children for the purpose of enlisting cooperation in diagnostic and/or therapeutic programs, and facilitating referrals.

IV. Follow-up

A. Follow-up and promote implementation of recommendations to classroom teachers and school administrators with respect to individual children's needs for the purpose of determining effectiveness and providing additional psychological service as needed.

B. Follow-up and promote implementation of recommendations on children referred to specific programs and services for the purpose of ascertaining that program and treatment are being fulfilled.

V. Inservice Training

A. Conduct, under initial supervision and monitoring, inservice courses, seminars, and workshops to acquaint teachers and other school personnel with sound psychological principles of child development and education, to help them recognize psychological problems in children, to help them better utilize psychological services, and to help them utilize modern learning theories in teaching and management of child behavior.

VI. Human Relations

A. Lead and consult on human relations activities and programs, under close supervision and regular counsel, within the schools for the purpose of improving interpersonal relations among and between staff members, students, and parents.

B. Provide, under ongoing supervision and regular counsel, leadership training for teachers and other school personnel in the techniques and process of interpersonal and intergroup human relations for the purpose of developing internal staff leaders.

VII. Professional Development

A. Keep abreast of new developments in the field by reading journals and other professional publications, attending professional society meetings, seminars, and the like, and discussing problems of mutual interest with others in the field in order to maintain effectiveness.

B. Participate in staff inservice training programs to gain additional techniques that will be helpful in improving job performance.

VIII. Miscellaneous

A. Participate in school-related activities such as faculty meetings, P.T.A. organizations, inservice activities, and informal

consultation on general school problems; basing such participation on general aim of improving and molding the school environment as fully as possible toward positive ends, particularly as related to therapeutic needs of student clients.

B. Attend inter-departmental committee meetings as required in order to maintain awareness of school's and the system's affairs and to provide input on psychological matters as appropriate.

C. Attend regularly scheduled staff meetings of the department for the purpose of receiving information about system and department policies and procedures, and maintain consistent standards of service.

D. Perform other related duties as assigned.

QUALIFICATIONS:

Master's degree plus 42 credit hours graduate training including all course work required for Level I Certification by State of Wisconsin.

Certification as School Psychologist, Level I by State of Wisconsin.

Experience as a trainee or psychometric assistant preferred. Some psychological and/or educational experience required.

BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

POSITION DESCRIPTION

TITLE: Trainee School Psychologist

REPORTS TO: School Psychologist Supervisor
Coordinator, Psychological Services

SUPERVISES:

BASIC FUNCTION: Evaluates, as directed and under close supervision of a certified school psychologist or school psychologist supervisor, the mental ability, personality, and educational functioning of children with learning and behavior problems; provides, as assigned and under continuing supervision, follow-up services to children and school personnel.

MAJOR DUTIES
AND RESPONSIBILITIES

I. Psychodiagnosis

A. Administers and scores individual intelligence and achievement tests selected by or with the consultation of a certified school psychologist.

B. Administers tests of personality, perceptual-motor development, and others as may be specified by the psychologist or the school psychologist supervisor.

C. Discusses test findings and interpretations with the psychologist, reporting unusual circumstances or evidences of deviance in response.

D. Writes reports of findings and keeps required records.

E. Interprets the findings of diagnostic studies, as planned with the supervising school psychologist, to school personnel, parents, and others.

F. Recommends children for placement, subject to discussion with the responsible school psychologist, into special programs when they are identified on the basis of psychological evaulation as being in need of assistance which is provided by such programs; for referral to outside agencies; and/or for assistance by the teacher, an aide, or other helping personnel.

II. Psychoeducational Therapy

A. Conducts, under intensive supervision and consultation with a certified school psychologist or school psychologist supervisor,

individual, group, or facilitative therapy for children whose diagnosed problem suggests that they would benefit from such treatment.

III. Consultation

A. Attends, when requested by the responsible school psychologist, psychiatric and interdisciplinary staffings when assigned students are involved.

IV. Follow-up

A. Performs, when assigned by the responsible school psychologist, such follow-up duties as checking on recommendations, placements, and the like.

V. Professional Development

A. Participates in in-service training programs to gain additional techniques that will be helpful in improving job performances.

B. Keeps abreast of diagnostic techniques relevant to his future role as a school psychologist and participates in appropriate professional societies.

VI. Miscellaneous

A. Attends regularly scheduled staff meetings and other committee meetings as needed.

B. Performs other related duties as assigned.

QUALIFICATIONS:

Master's degree or its equivalent, to include all course work required for certification by the State Department of Public Instruction as a Provisional School Psychologist.

Graduate training to within one year of certification by the State Department of Public Instruction as School Psychologist, Level I or II.

Experience as a teacher, paid aide, or counselor desireable.

BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

POSITION DESCRIPTION

TITLE: Psychometric Assistant

REPORTS TO: School Psychologist
Associate School Psychologist

SUPERVISES:

BASIC FUNCTION: A psychometric assistant performs, usually on a part-time basis, the psychodiagnostic procedures described in the Trainee Psychologist job description. The psychometric assistant works as a technician under the guidance of a certified school psychologist with duties limited to psychometric testing and reporting. Such an assignment would be comparable to the Trainee School Psychologist in level of diagnostic skills required but would not require the same range of functions, nor qualify as an internship experience in the career ladder sequence.

MAJOR RESPONSIBILITIES AND DUTIES

I. Psychodiagnosis

A. Administers and scores individual intelligence and achievement tests.

B. Administers tests of personality, perceptual-motor development, and others as may be specified by the psychologist.

C. Discusses test findings and interpretations with the psychologist, reporting unusual circumstances or evidences of deviance in response.

D. Writes reports of findings and keeps required records.

E. Performs such other related duties as may be assigned.

QUALIFICATIONS:

Graduate training beyond the Bachelor's degree in clinical or school psychology, including a practicum in psychodiagnosis and report writing.

BOARD OF SCHOOL DIRECTORS

MILWAUKEE, WISCONSIN

POSITION DESCRIPTION

TITLE: Paraprofessional Aide

REPORTS TO: School Psychologist
Associate School Psychologist

SUPERVISES:

BASIC FUNCTION: Works individually or in small groups, using prescribed training materials and/or inter-personal relationships to improve children's abilities to profit from their school experiences.

MAJOR DUTIES
AND RESPONSIBILITIES

I. Facilitative Therapy

A. Train children, under supervision of a certified school psychologist, in development of specific learning skills and habits of perception and coordination according to methods and procedures prescribed by the psychologist, using assigned professional materials such as the Frostig, Peabody, KELP, Winter Haven, or materials prepared by or with the psychologist.

B. Talk with, play, or use games and instructional tasks under the supervision of a certified school psychologist, to provide assistance and support to assigned pupils in promoting positive attitudes toward school work and completion of assigned tasks.

C. Record behavioral data from school records or direct observation in the classroom, under close supervision by a certified school psychologist, utilizing specific procedures for controlled observation according to instructions from the school psychologist.

II. Miscellaneous

A. Make telephone calls, transmit messages, assemble materials, make appointments, and perform related routine duties to free the psychologist for his professional duties.

B. Care for young children while parents are conferring or participating in discussions with the school psychologist.

C. Perform such other related duties as may be assigned.

QUALIFICATIONS:

Two years of college training.

Personality characteristics suited to working in a one-to-one or small group relationship with school children.

Some experience in a service-related position with duties involving interpersonal relationships desirable.

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